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DESCRIPTION

OF THE

BOSTON

PRIMARY SCHOOL TABLETS.

PREPARED BY

JOHN D. PHILBRICK.

PUBLISHED BY
BROWN, TAGGARD & CHASE.
BOSTON.

From
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7/26/93

THE BOSTON

PRIMARY SCHOOL TABLETS.

PREPARED BY

JOHN D. PHILBRICK,

Superintendent of the Boston Public Schools.

THE WHOLE SET NOW READY.

THE Publishers would respectfully invite the attention of School Officers and Teachers to this valuable contribution to the means of elementary instruction.

The Set comprises Twenty Tablets, mounted on ten cards, twenty-one by twenty-seven inches. Each of these cards, containing two Tablets, is complete in itself, and may be used independently of the others. The plan is original and supplies a want which has been felt very generally by teachers in elementary schools.

These Tablets are especially adapted to the use of all Primary Schools and ungraded District Schools. Some of them are also adapted to the lower classes of Grammar Schools, and to Intermediate Schools.

By means of these Tablets the teacher is enabled to instruct a whole class or a school at the same time. By this method the teacher can sometimes accomplish in an hour what would require days of individual teaching. In connection with the slate and blackboard, these tablets afford important facilities for *oral teaching*, which experience has proved to be indispensable to the highest success in elementary instruction. Children love variety, and they must have it in school. No greater mistake can be committed than to attempt to confine their attention to the printed page. Where these Tablets are in use, there will be little or no occasion for the use of text books during the first six months of the child's schooling.

That they are well adapted to the purpose for which they were designed may be inferred from the fact that they have been prepared with great care, by a practical educator, who has made the subject of elementary teaching a study for years, and who has brought to their preparation precisely those qualifications which are requisite for such a task.

A BRIEF DESCRIPTION,

WITH SUGGESTIONS RESPECTING THE MODE OF USING EACH TABLET.

Card No. 1 contains Tablet number one, which is an Alphabet of small or Lower Case Letters, in plain, bold lines, and in Gothic style; and Tablet number two, which is an Alphabet of Capitals in corresponding size and style. This style of letters is found preferable to others in teaching the first steps of the alphabet, on account of its boldness and freedom from all ornament. It is the easiest letter to print on the slate; and the capitals, on a large scale, furnish excellent copies for drawing lessons.

Instead of calling up the alphabet scholars, individually, to learn the letters from a book, the teacher places this card before the class, and calls attention to a letter by placing the pointer upon it. Sometimes she will allow any one to name it, and sometimes she will designate the pupil she wishes to answer. Then she will name a letter, and ask some pupil to come out and point to it on the card. If a mistake is made, the class say "wrong," and another is called. Or, if the teacher prefers the phonic method of teaching, she will give the sound of a letter and then point to it. After repeating this process with two or three letters, a pupil is called out to point to the letters as the sounds are given by the teacher. As soon as the letters are learned by name or sound, they are combined to form a word, by showing the letters on small cards containing a single letter on a card, or they are made on the blackboard. Then the pupils are required to print the letters learned, on the slate or blackboard.

Card No. 2 contains two Writing Tablets. One of these presents a beautiful set of Script Capitals, and their elements; and the other the Small Letters, their elements and combinations.

This card is designed for the upper classes in primary schools, and it is adapted to all higher grades of schools. The true proportions of the letters being shown by the ruling and other marks, the teacher can easily point out to a whole class at once the mode of forming each element and each letter. For instance, the pupils fail in making a loop, for want of a clear perception of its true form and proportions. The teacher points to the model, showing the length, slope, width, and na-

ture of the curves, thus enabling the pupils to *see* it correctly, which must be done before it can be formed correctly.

Card No. 3 is devoted to the first lessons in Drawing and the Elements of Form. The lessons on this card may be said to bear the same relation to drawing that the four fundamental rules in arithmetic do to the science of numbers. They constitute the geometrical basis of drawing. This card shows straight lines and curves in different positions and relations, the angles, and the principal plane, and solid geometrical figures. It may be used in three ways. The first and most obvious use is to teach children of any age the names of these lines, angles, and figures. This object alone is sufficient to warrant the introduction and use of the card. But it may also be used as a system of elementary drawing. The card is placed before the class. A single line or figure is given as a lesson to be drawn on the slate, till it can be executed with accuracy and facility. But there is also another mode of using it still more important and interesting. This mode consists in analyzing and comparing the lines, angles, and figures, showing of what parts they are composed, and how they are illustrated in real objects. For example, (pointing to parallel lines,) the teacher says, "These lines are parallel; they are just as far apart in one place as in another. You may name any lines or objects in the room which are parallel."

Card No. 4 is also devoted to Drawing. One side contains Familiar Objects represented in straight lines, and the other, Familiar Objects represented in curves.

This Card may be used as the basis of a series of *object lessons*. Suppose the carpenter's square to be taken, the teacher calls upon the pupils to tell all they know of it. Its parts, name, angle, and uses are noticed. So of the gate, dog, fish, leaf, &c. The main purpose of it, however, is to furnish drawing lessons, for the application to real objects, of the elementary principles of form presented in the preceding card.

Card No. 5 contains two Alphabet Tablets. One of them presents the Regular Roman Character, and the other the Italic. This will furnish an agreeable variety to children after making some progress with No. 1. It also furnishes a standard of the Roman letter in its correct proportions.

The method of using this card is similar to that of No. 1. The classification of the lower case, or small letters, is, however, a novel

and useful arrangement. Here, those letters which resemble each other in form, are placed side by side, as *qp*, *bd*, *ec*, *un*, &c. This way of presenting these letters is found to be very useful in aiding the more backward pupil to distinguish them.

Card No. 6 is designed to aid in teaching Enunciation. On one of its Tablets we find represented all the sounds of the language arranged in philosophical order; on the other eighty-four examples of the Combination of two Consonants, which are nearly all that occur in common words.

This card is adapted to all grades of schools. In the alphabet school it is a guide for the teacher rather than the pupils. The teacher may pronounce the words representing the sounds, and require the pupils to repeat them after her. At the next step, after pronouncing the *word*, the teacher may give the *particular elementary sound* which the word is intended to represent, as indicated by the letter standing before the word. When used in classes advanced far enough to read, the teacher may point to the words or letters and require the pupils to pronounce them. This exercise should constitute a short daily drill in all schools, in connection with reading or spelling.

In the drill on the combinations of consonants, the teacher should require the sounds to be given separately as well as in connection. The teacher should also require the pupils to make out lists of words in which the combinations presented occur. Thorough training of this kind will not fail to secure clear and distinct enunciation.

Card No. 7 shows the Combinations of the long and short Vowels with single Consonants, and is designed both for reading in the alphabet schools and for drilling higher grades of pupils in correct enunciation.

This card contains nearly all the syllables in the language which are composed of two letters. It will be found equally useful in teaching to read by the names and by the sounds of letters.

It may be used also in all grades of schools in the vocal drill. The teacher points to a syllable. The class enunciate it, then enunciate each sound in it, and finally repeat the combination in enunciating the syllable. For example, *am*, *a–m*, *am*.

Card No. 8 is intended for Reading in the lowest class of primary schools. One of its Tablets contains monosyllabic Words, classed ortho-

graphically and standing for objects, acts, or qualities with which children are familiar. The other contains short Sentences, each of which is designed to form the basis of an object lesson.

This card is designed especially and only for the lowest class in the primary school. The first two columns of the first Tablet of this card contain nearly all the duo-literal words in our language. Each of the other words is composed of a single consonant, a short vowel, and a single consonant, all anomalies and irregularities being excluded. It may be used in teaching to read and spell by the name method, or the phonic method, or by both combined. After the pupils have read one or two words from this Tablet, they may be required to copy them upon their slates, while the card is suspended before them. The second Tablet on this card contains easy but interesting and instructive Sentences. The teacher places it before the class. She repeats the first sentence. "Let us try to read this well." She says "*read this.*" "What is meant by *this?*" "How *must* you read it?" "Yes, you must read it *well.*"

"Who will *try?*" "After you read it you may sing the song, 'Try, try again.'"

Both Tablets of this card are adapted to the *word method*, as well as to the other methods before alluded to.

Card No. 9 contains Punctuation Tablets. One of these exhibits the Characters and Marks, without the names. The other gives the Names and a brief Description of the use of them.

If the second Tablet of this card is suspended in the school room, the children will soon learn the names of the points and marks without much assistance from the teacher. Then the first Tablet, without the names, may be shown, and the pupils required to give the names which they have learned.

The description of the marks is not presented in a character large enough to be read at a distance, but it may be learned gradually, by being dictated to the class by the teacher, and illustrated and applied in the reading lessons.

Card No. 10 shows on one side the Roman Numerals, and on the other, the Arabic, up to a hundred, arranged in a table which may be made very useful in the simple numerical operations.

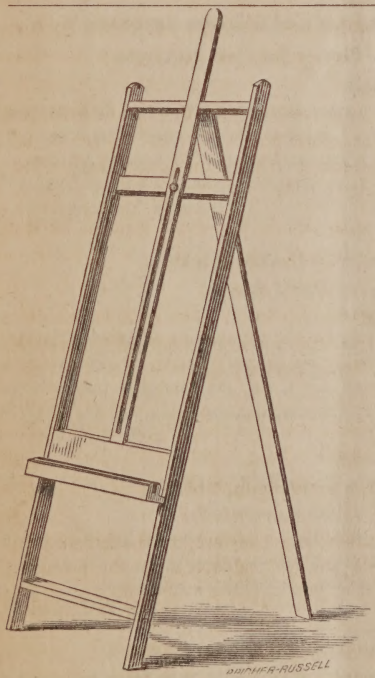
The simplest and most obvious use of this card is to teach children the numeration by rote, of numbers as high as one hundred, in the

Arabic and Roman characters, so as to be able to name the pages and letters in their books.

But it is susceptible of a much more comprehensive use, in teaching Roman and Arabic notation.

Price, mounted on pasteboard, 50 cts. per card of Two Tablets; Price, in sheets, 40 cts.

On remittance of the price to the Publishers, any card, in sheets, will be sent by mail, post-paid, to any address; or those mounted on pasteboard will be sent by express.



The accompanying cut represents a stand similar to a painter's easel, which will be found very convenient for the exhibition of Tablets, Cards or Maps, in the school-room. This movable stand enables the teacher to place the Tablet where it can be seen to the best advantage by the class. The ledge on which the Tablet rests may be raised or lowered at pleasure, and it contains a groove to hold small letter cards for spelling words.

Manufactured by

J. L. Ross, Boston.

And for sale by

Brown, Taggard & Chase.

Address

BROWN, TAGGARD & CHASE,

Publishers, Boston.

RECOMMENDATIONS.

From Hon. David N. Camp, New Britain, Conn.,

(*State Superintendent of Common Schools.*)

MESSRS. BROWN, TAGGARD & CHASE.

GENTS, — I have received the new Primary Charts, by Mr. Philbrick, forwarded from your house. They are finely executed; the bold distinct lines can be seen in all parts of an ordinary school room, and the plan and arrangements are just what is wanted in our primary schools. I most cheerfully recommend them to teachers and School Committees. D. N. CAMP.

From George L. Farnham, Esq., Supt. of Schools, Syracuse, N. Y.,

(*Late President of the N. Y. State Teachers' Association.*)

MESSRS. BROWN, TAGGARD, & CHASE.

GENTS, — I have examined, with no little interest, a few of the first sheets of the Boston Primary School Tablets. I rejoice that this work has fallen into such able hands. The sheets before me give promise of the accomplishment of a work long desired by friends of primary schools. I shall look for the completion of the work with great interest. GEORGE L. FARNHAM.

From W. H. Wells, Esq., Chicago, Ill.,

(*Superintendent of Public Schools.*)

MESSRS. BROWN, TAGGARD & CHASE.

I have waited somewhat impatiently for the appearance of Mr. Philbrick's Manual for primary teachers, and also for his primary charts. I know no man better suited to the work of preparing them, and am confident they will be better adapted to the wants of primary schools than any thing that has hitherto appeared. W. H. WELLS.

From M. T. Brown, Esq., Toledo, Ohio.

(*Superintendent of Public Instruction.*)

The cards sent me by you have come to hand. They are just the thing much needed for a long time, and will serve as the *most* valuable aid to the primary schools. Our teachers who have seen them are delighted with them.

M. T. BROWN.

From the Connecticut Common School Journal.

Mr. Philbrick, formerly Superintendent of schools in this State, has done a good service in preparing some Tablets for the use of schools, and particularly of primary schools. We have examined several of these, and consider them admirably adapted to meet the wants of our primary and intermediate schools. Most of the schools of New Britain are already supplied with these tablets, and we are confident they will be found very useful.

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